



TECHNOLOGY AND LIVELIHOOD EDUCATION

ICT

Grade 7

**Three-Term Budget Of Work (BOW)
for Learning Competencies**

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For Learning Competencies

First Term		
Performance Standard	The learners convert number systems in practical scenarios.	
Content Standard	Demonstrate an understanding of ICT sectors, as well as the potential career and business opportunities these sectors offer in relation to their chosen career in the future.	
Week	Learning Competency	Suggested Activities
1 to 3	Information and Communications Technology Analyze the various sectors of ICT and evaluate the potential career and business prospects relevant to their future career choices	ICT Sector Research Map - Understanding the different sectors of ICT (e.g. software development, networking, cybersecurity, digital media) - Learners create a visual map showing ICT sectors, key roles, and examples of companies or services in each sector. ICT Career and Business Exploration Presentation - Evaluating potential career paths and entrepreneurial opportunities in ICT. - Learners research a chosen ICT sector and present possible careers and business ideas, including skills needed and

		market prospects.
4 to 7	Information and Communications Technology Discuss the emerging trends and issues in ICT.	ICT Trends News Hunt - Identifying current trends in technology (AI, cloud computing, cybersecurity, e-commerce, etc.) - Learners search for recent news articles or reports on ICT innovations and present key trends and their impact on society. ICT Issues Debate - Understanding current challenges in ICT (data privacy, cybercrime, digital divide, ethical use) - Learners are divided into groups to debate or discuss real-world ICT issues, proposing solutions and explaining consequences.
8 to 10	Information and Communications Technology Discuss the qualities of successful entrepreneurs in the field of ICT.	The Entrepreneur Case Study - Identifying traits of successful ICT entrepreneurs (innovation, problem-solving, resilience) - Learners research a notable ICT entrepreneur (e.g. Bill Gates, Mark Zuckerberg, or local tech innovators) and list the qualities that contributed to their success. Entrepreneur Qualities Role-Play

		○ Applying and demonstrating entrepreneurial traits in ICT scenarios. ■ Learners work in pairs or groups to role-play situations where they must use qualities like creativity, decision-making, and perseverance to solve ICT-related problems.
Suggested Performance Tasks	● Individual Performance Task - Binary to Decimal Conversion Challenge ○ Each student is given a list of binary and hexadecimal numbers and must individually convert them into decimal and octal numbers. ○ Solve the conversions step by step and explain your process in a short report showing practical uses, like computer memory or digital devices. ● Group Task - Number System Role-Play Game ○ In groups, learners create a simple board game where each square represents a number in a different system (binary, decimal, octal, hexadecimal), and players must correctly convert the numbers to advance. ○ Collaboratively design the game, create sample numbers, and play it in class while converting numbers to reach the finish line.	

Second Term		
Performance Standard	The learners convert number systems in practical scenarios.	
Content Standard	• Demonstrate an understanding of the Occupational Safety and Health (OSH) standards in ICT environments. • Demonstrate an understanding of the computer number systems. • Demonstrate an understanding of conversion of computer number systems.	
Week	Learning Competency	Suggested Activities
1 to 3	Information and Communications Technology • Discuss Occupational Safety and Health (OSH) standards in ICT environments.	• ICT OSH Poster Creation ◦ Identify safety standards and best practices in ICT work environments. ■ Learners create posters illustrating OSH guidelines for ICT setups, including proper seating, screen height, cable management and electrical safety. • OSH Scenario Analysis ◦ Applying OSH principles to real-world ICT situations. ■ Learners analyze different ICT workspace scenarios, identify potential hazards, and suggest corrective safety measures.
4 to 7	Information and Communications Technology • Differentiate the various computer number systems.	• Number System Comparison Chart ◦ Understanding the differences between binary, octal, decimal, and

		hexadecimal systems. ■ Learners create a chart comparing the bases, symbols, and example numbers of each number system. ● Conversion Practice Challenge ○ Applying knowledge of number systems through conversions ■ Learners practice converting numbers from one system to another (e.g. binary to decimal, decimal to hexadecimal) using guided exercises.
8 to 10	Information and Communications Technology ● Apply conversion of computer number systems.	● Number System Conversion Drill ○ Practicing step-by-step conversions between binary, decimal, octal, and hexadecimal systems ■ Learners solve conversion exercises individually or in pairs, showing all steps for converting numbers from one system to another. ● Real-Life Application Conversion Task ○ Applying number system conversions in practical computing contexts. ■ Learners convert values like memory size, color codes, or IP addresses between number systems and explain their relevance in ICT applications.

Suggested Performance Tasks	• Individual Performance Task - Daily Device Data Conversion ○ Each student is given real-life scenarios, such as file sizes in computers, IP addresses, or digital counters, and must convert numbers between binary, decimal, octal, and hexadecimal. ○ Individually solve the conversions step by step and submit a worksheet showing both the conversions and their practical relevance. • Group Performance Task - Number System Scavenger Hunt ○ In groups, learners are given clues or mini-projects where numbers appear in different systems (binary, decimal, hexadecimal, octal) around a simulated "digital world," and they must convert them correctly to find the next clue. ○ Collaboratively convert the numbers to unlock clues and complete the hunt, demonstrating practical use in computing scenarios.
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Third Term		
Performance Standard	The learners perform the utilization of productivity tools in a safe and responsible manner.	
Week	Learning Competency	Suggested Activities
1 to 3	Information and Communications Technology Create word documents with page breaks, auto tables of contents, mail merge, and references.	My Digital Portfolio - Creating structured Word documents using page breaks, references, and an auto-generated table of contents. - Learners design a multi-section portfolio (e.g. About Me, Projects, Achievements), insert page breaks between sections, add headings, references, and generate table of contents automatically. Personalized Invitation - Using mail merge to create customized documents for multiple recipients. - Learners prepare a list of names in Excel and use mail merge in Word to generate personalized invitations or certificates for each person.
4 to 6	Information and Communications Technology Create presentations with a master slide, motion paths, hyperlinks, and action buttons.	Classroom Rules Presentation - Designing a consistent, interactive presentation using master slides, action buttons, and hyperlinks. - Learners create a slideshow

		about classroom rules, set a master slide for uniform design, and add action buttons, and hyperlinks to navigate between sections. • Fun Quiz Show ◦ Using motion paths, hyperlinks, and action buttons to create an interactive quiz presentation. ■ Learners design a quiz with moving objects (motion paths) and interactive buttons that link to correct/incorrect feedback slides.
7 to 10	Information and Communications Technology • Create spreadsheets with conditional formatting and data analysis.	• Classroom Attendance Tracker ◦ Using conditional formatting to highlight patterns and analyze attendance data. ■ Learners create a spreadsheet to record daily attendance, apply conditional formatting to highlight absences, and generate summary charts to analyze trends. • Monthly Expenses Analyzer ◦ Applying data analysis and conditional formatting to track and interpret expenses. ■ Learners input sample monthly expenses, use conditional

		formatting to highlight overspending, and create charts or pivot tables to analyze spending habits
Suggested Performance Tasks	• Individual Performance Task - My Weekly Planner ○ Create a weekly planner using a word processor or spreadsheet to organize tasks and activities responsibly. ○ Design your planner digitally while following safe computing practices and proper file management. • Group Performance Task - Safe Digital Tools Presentation ○ Work in groups to create a short presentation on safe and responsible use of productivity tools. ○ Collaborate to make and present 5–7 slides that show how to use digital tools safely and responsibly.	